

Excelsior Middle

212 Culp St.
Union, SC 29379

Grades 5-6 Elementary School

Enrollment 559 Students

Principal Susanne F. Gunter 864-429-1725

Superintendent Dr. Thomas White 864-429-1740

Board Chair Ms. Kakie White 864-429-0746

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	63	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Average	Below Average	No

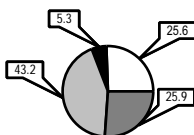
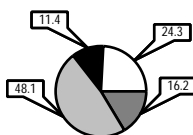
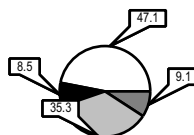
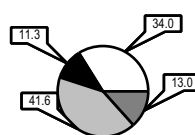
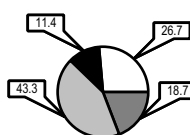
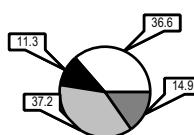
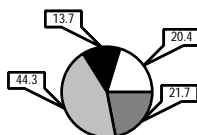
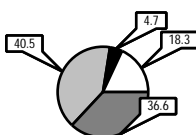
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	547	99.6	25.9	43.0	25.8	5.3	42.3	Yes	Yes
Gender									
Male	292	99.7	32.5	41.6	23.8	2.1	37.1	N/A	N/A
Female	255	99.6	18.3	44.7	28.0	8.9	48.4	N/A	N/A
Racial/Ethnic Group									
White	307	99.3	19.2	41.8	31.3	7.7	51.5	Yes	Yes
African American	235	100.0	35.2	45.2	17.8	1.7	29.1	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	434	99.8	17.7	45.2	30.7	6.4	49.2	N/A	N/A
Disabled	113	99.1	57.8	34.9	6.4	0.9	15.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	547	99.6	25.9	43.0	25.8	5.3	42.3	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	546	99.6	26.0	43.1	25.6	5.3	42.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	349	99.4	34.3	43.4	20.2	2.1	31.1	Yes	Yes
Full-pay meals	196	100.0	11.0	42.4	35.6	11.0	62.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	547	100.0	25.3	47.6	15.9	11.2	43.1	Yes	Yes
Gender									
Male	292	100.0	25.4	49.5	13.6	11.5	41.1	N/A	N/A
Female	255	100.0	25.1	45.3	18.6	10.9	45.3	N/A	N/A
Racial/Ethnic Group									
White	307	100.0	20.7	42.5	19.7	17.1	55.9	Yes	Yes
African American	235	100.0	31.7	54.8	10.4	3.0	25.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	434	100.0	16.7	50.2	18.9	14.2	50.5	N/A	N/A
Disabled	113	100.0	58.2	37.3	4.5	0.0	14.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	547	100.0	25.3	47.6	15.9	11.2	43.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	546	100.0	25.3	47.7	15.8	11.3	43.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	349	100.0	33.5	48.1	12.5	5.8	31.2	Yes	Yes
Full-pay meals	196	100.0	10.5	46.6	22.0	20.9	64.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	547	99.8	47.5	35.1	9.0	8.4	17.4
Gender							
Male	292	100.0	45.3	31.7	11.8	11.1	23.0
Female	255	99.6	50.0	39.0	5.7	5.3	11.0
Racial/Ethnic Group							
White	307	99.7	36.9	37.2	13.4	12.4	25.8
African American	235	100.0	62.2	32.2	3.0	2.6	5.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	434	100.0	40.3	38.7	10.8	10.1	21.0
Disabled	113	99.1	75.2	21.1	1.8	1.8	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	547	99.8	47.5	35.1	9.0	8.4	17.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	546	99.8	47.6	35.2	9.0	8.3	17.3
Socio-Economic Status							
Subsidized meals	349	99.7	57.6	33.3	5.3	3.8	9.1
Full-pay meals	196	100.0	29.3	38.2	15.7	16.8	32.5

Social Studies							
All Students	547	99.8	34.3	41.5	12.9	11.3	24.2
Gender							
Male	292	100.0	35.5	35.2	14.6	14.6	29.3
Female	255	99.6	32.9	48.8	11.0	7.3	18.3
Racial/Ethnic Group							
White	307	99.7	25.5	41.6	17.4	15.4	32.9
African American	235	100.0	46.5	41.7	6.5	5.2	11.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	434	100.0	27.1	44.8	14.9	13.2	28.1
Disabled	113	99.1	62.4	28.4	5.5	3.7	9.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	547	99.8	34.3	41.5	12.9	11.3	24.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	546	99.8	34.4	41.5	12.8	11.3	24.1
Socio-Economic Status							
Subsidized meals	349	99.7	43.0	42.4	8.2	6.4	14.6
Full-pay meals	196	100.0	18.8	39.8	21.5	19.9	41.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	99.7	24.8	44.9	29.2	1.1	30.3
	6	258	100.0	31.3	43.0	20.9	4.8	25.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	270	99.6	20.5	48.3	27.4	3.8	31.2
	6	277	99.6	31.2	37.9	24.2	6.7	30.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	100.0	26.9	50.2	13.8	9.1	22.9
	6	258	100.0	17.7	41.0	31.3	10.0	41.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	270	100.0	29.9	50.4	12.9	6.8	19.7
	6	277	100.0	20.7	44.8	18.9	15.6	34.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	100.0	43.6	30.2	13.1	13.1	26.2
	6	258	100.0	45.0	28.9	12.9	13.3	26.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	270	100.0	41.3	40.5	10.2	8.0	18.2
	6	277	99.6	53.5	29.7	7.8	8.9	16.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	100.0	29.5	47.3	15.3	8.0	23.3
	6	258	100.0	33.3	39.4	14.5	12.9	27.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	270	100.0	33.3	43.6	12.1	11.0	23.1
	6	277	99.6	35.3	39.4	13.8	11.5	25.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	270	100.0	33.3	43.6	12.1	11.0	23.1
	6	277	99.6	35.3	39.4	13.8	11.5	25.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	270	100.0	33.3	43.6	12.1	11.0	23.1
	6	277	99.6	35.3	39.4	13.8	11.5	25.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 559)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.8%	Down from 2.7%	2.7%	2.8%
Attendance rate	93.8%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 9.2%	0.0%	0.0%
Eligible for gifted and talented	17.8%	Up from 0.0%	11.2%	10.4%
On academic plans	0.7%	N/AV	36.5%	33.6%
On academic probation	0.0%	N/AV	1.5%	1.0%
With disabilities other than speech	14.7%	Down from 20.7%	8.4%	7.5%
Older than usual for grade	1.4%	Down from 2.0%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.7%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Down from 53.8%	53.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	N/R	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	3.0%	Down from 7.9%	0.0%	0.0%
Teachers returning from previous year	85.2%	Up from 84.9%	88.1%	87.3%
Teacher attendance rate	94.0%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$44,199	Up 10.1%	\$42,507	\$42,485
Prof. development days/teacher	13.9 days	Up from 11.9 days	14.0 days	13.3 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.9 to 1	18.3 to 1	18.6 to 1
Prime instructional time	85.5%	Down from 90.1%	89.6%	89.7%
Dollars spent per pupil*	\$5,237	Up 5.9%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	67.7%	Down from 68.7%	63.5%	64.0%
Percent of expenditures for instruction*	69.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our motto at Excelsior Middle School is "Exploring Today and Leading Tomorrow." Our dedicated, highly qualified staff challenges our students with a strong comprehensive instructional program and high expectations. We strive to simplify the transition process for all our students as they move from elementary to the junior high level. As a participant in the Positive Behavioral Intervention Support system (PBIS), our staff works daily to foster leadership skills, respect for others and a positive attitude to prepare our students for a successful future.

The 2005-06 school year was very productive for students and staff. We continue to participate in the district MAP testing to monitor student academic growth. Teachers participated in a semester study on teaching strategies for upper elementary students to enhance our instructional capacity. Mentors and volunteers from the community and industry also provided important services to our student population. Excelsior Plant-Milliken, SC DJJ, Tabernacle Baptist Church, and numerous small businesses contributed service hours and goods to our school. Key community leaders came into our school on a regular basis to positively impact student growth and achievement. Our partnership with Dollar General supplied over 2,000 books for students. The 21st Century Learning Grant provided before and after school tutoring for 60 students.

Excelsior Middle School, a Red Carpet School as designated by the SC Department of Education, is also fully accredited by the Southern Association of Colleges and Schools and has been named an Arts in Basic Curriculum site by the SC Arts Commission. We have received over \$14,000 of grant funding to make improvements in science and the arts.

Our ongoing focus is to continue improvement in student achievement and to improve our percentage of Advanced PACT scores. For 2006-07, other goals include the implementation of a comprehensive balanced literacy program, improvements in the delivery of health and physical education to students, and expanding our volunteer and mentoring programs.

Michael D. Cassels, Principal
Shannon Williams, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	234	171
Percent satisfied with learning environment	97.4%	82.7%	85.2%
Percent satisfied with social and physical environment	100.0%	79.4%	79.4%
Percent satisfied with school-home relations	88.9%	84.5%	79.2%

*Only students at the highest elementary school grade level at this school and their parents were included.